Recognizing and Appreciating Science as an Integrated Part of Daily Life : A Case Study of Engaged Student Learning

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As one who teaches Integrated Science to non-science majors, I use the very simple definition of science, namely, Òthe state of knowing: knowledge as distinguished from ignorance or misunderstanding.Ó It is therefore neither strange nor surprising, even in the olden days, the contents of science have always been incorporated to some extent in the school curriculum. With the recent explosion in science and technology and the extraordinary power it has given us to impact the environment and human health (sometimes adversely) combined with the proliferation of the specialized disciplines under the STEM umbrella, the higher education sector has the obligation to encourage the majority non-science students to dwell deeper into science the State of Knowing! This implies that every faculty has to ensure that every non-science major student gets interested in science.

At Savannah State University, I teach Integrated Science (ISCI), a core course designed for students who have chosen to major in disciplines which are generally called non-science majors. At the start of the course, most of these students consider themselves to have an acute dislike for mathematics and science. They lack interest and wonder why they should take this Integrated Science course. Though, for me, an experienced

constantly exposed to a wide variety of radiation like cosmic rays, soils, and from other materials. In this experiment, the students measure the background radiation by Geiger Muller Counter. Measured sample